Standard:CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers

Practice Standard:Reason abstractly and quantitatively.

What visual(s) will you use? number cubes, paper, pencil

Activity designed around visual --Are you adapting an activity you experienced today? How?

Students will roll number cube 6 times. After each roll students will decide if to write the number on the tens, ones (can be modified to thousands) on a place value chart. After all of

the numbers are recorded, students will fill in the empty slots in the place value chart with the number zero.

The objective is to get as close to 100 as possible. This can be done as partner work, small group work or teacher vs class.

What questions you will ask as students are engaged in the activity to surface the mathematics?

"Why did you place the number in the tens place? the ones place?"

"Will you be able to move some of the ones to the tens place?"

"What did you notice about the total?"

"How would the total have changed if you moved the numbers to the opposite place value location?"